

Conner
Smith

Assignment #2: Summary Context	Excellent (Writer responds thoughtfully and creatively) Clear and engaging articulation of context and purpose in the introduction	Good (Writer responds fully) Adequate articulation of context and purpose in the introduction	Fair (Writer responds mostly competently) Somewhat inadequate articulation of context and purpose in the introduction	Needs Work (Writer responds incompletely) Inadequate articulation of context and purpose in the introduction
22/26	<ul style="list-style-type: none"> - Writer clearly and succinctly identifies the thesis of the text in the first summary ^{paragraph} of the summary - Writer identifies the author and title of the piece early in the introduction - Writer completely avoids personal opinion in the introduction 	<ul style="list-style-type: none"> - Writer identifies the thesis of the text in the introduction - Writer may not clearly identify the author and/or title of the text - Writer mostly avoids personal opinion in the introduction 	<ul style="list-style-type: none"> - Writer identifies thesis of the text - Writer does not identify the author and/or title of the text - Writer includes some personal opinion about the author, text, or topic in the introduction 	<ul style="list-style-type: none"> - Writer does not identify the thesis of the text - Writer does not identify the author and/or title of the text - Writer includes personal opinion about the author, text or, topic in the introduction
Substance	<ul style="list-style-type: none"> - Content is well selected and developed; focus is clear and audience's needs are accounted for: - Writer fairly and fully develops author's main points - Writer anticipates audience needs and concerns - Writer only includes essential details - Writer sparingly and strategically uses paraphrases and quotations to illustrate important points - Writer completely avoids personal opinion 	<ul style="list-style-type: none"> - Content is mostly well selected and developed; focus is mostly clear and audience's needs are mostly accounted for: - Writer mostly develops author's main points - Writer does not fully anticipate audience needs and concerns - Writer may include some non-essential details - Writer accurately uses paraphrases and quotations to illustrate important points - Writer mostly avoids personal opinion 	<ul style="list-style-type: none"> - Content is somewhat poorly selected and developed; focus is somewhat unclear and audience needs are not well accounted for: - Writer somewhat develops author's main points - Writer somewhat anticipates audience needs and concerns - Writer may include non-essential details and perhaps focusing on one particular point or example to the exclusion of all others - Writer uses too many paraphrases and quotations to illustrate important points - Writer includes some personal opinion about the author, text, or topic 	<ul style="list-style-type: none"> - Content is poorly selected and developed; focus is unclear and audience needs are not accounted for: - Writer does not develop main points - Writer does not anticipate audience needs and concerns - Writer focuses on non-essential details, perhaps focusing on one particular point or example to the exclusion of all others - Writer uses too many paraphrases and quotations - Writer includes personal opinion about the author, text or, topic
Organization	<ul style="list-style-type: none"> - Organization is audience-oriented, appropriate to topic and emphasis, and is somewhat original; shows attention to audience needs: - Organization of summary is deliberate and engages the audience - Transitions are subtle and perhaps innovative 	<ul style="list-style-type: none"> - Organization is mostly audience-oriented, appropriate to topic and emphasis, and conventional; shows some attention to audience needs: - Organization is mostly easy to follow - Transitions are mostly smooth 	<ul style="list-style-type: none"> - Organization of paper is more writer-oriented, creating difficulty for the audience: - Organization is sometimes confusing or difficult to follow - Transitions are fairly weak or unclear 	<ul style="list-style-type: none"> - Organization is writer-oriented, which impedes the audience's movement through the paper: - Organization is confusing and difficult to follow - Transitions are unclear or entirely missing
14/16	<ul style="list-style-type: none"> - Style is particularly well suited for topic and audience: - Writing is clear, fluid, and mature. - Precise, vivid and appropriate word choice - Sentences varied; subordination and coordination used effectively. - Assignment is free from sentence-level and word-level errors. 	<ul style="list-style-type: none"> - Style is conventional: - Writing is understandable and competent - Mostly precise and vivid word choice. - Most sentence structures are varied, and subordination and coordination mostly used well. - Assignment has a few sentence- and/or word-level errors. 	<ul style="list-style-type: none"> - Style interferes with clarity in some places: - Writing is vague and disjointed. - Some sentences are structurally varied with some vivid word choice. - Assignment has several sentence-level and/or word-level errors. 	<ul style="list-style-type: none"> - Style significantly detracts from clarity: - Writing is confusing with conventional word choice. - Sentences are structured similarly and/or are simple sentences - Sentence-level and/or word-level errors impede reader's understanding.
15/16	<ul style="list-style-type: none"> - Innovative accommodation of conventions; audience expectations are carefully accounted for: - Paper is formatted correctly following MLA or APA style. - Any visual is placed correctly into text. - In-text and end-of-text citations follow correct MLA or APA style. 	<ul style="list-style-type: none"> - Adequate accommodation of conventions; audience expectations and processing are mostly accounted for: - Paper is mostly formatted correctly following MLA or APA style. - Any visual is placed mostly correctly into text. - In-text and end-of-text citations mostly follow correct MLA or APA style. 	<ul style="list-style-type: none"> - Some problems with audience first impressions; inadequate proofreading interferes in places with audience processing: - Paper is formatted somewhat incorrectly following MLA or APA style. - Any visual is placed somewhat incorrectly - In-text and end-of-text citations only somewhat follow correct MLA or APA style 	<ul style="list-style-type: none"> - Delivery choices distract from paper and interfere with audience expectations and processing: - Paper is formatted incorrectly following MLA or APA style. - Any visual is placed incorrectly - In-text and end-of-text citations may be entirely missing.

85/102

Conner Smith

Professor Cunnally

English 250H- Section RA

September 11, 2019

"Against School" Summary

In John Gatto's essay, "Against School" he talks about how the purpose of schools is to make kids learn to conform to leadership through boring classes. He goes on to argue that boredom is something that his grandfather warned him against. His Grandfather told him, "The obligation to amuse and instruct myself was entirely my own and people who didn't know that were childish people, to be avoided if possible" (115). This is a steppingstone as a part of his larger argument that the school system, in its current condition, is fundamentally flawed and unneeded.

Gatto starts out by trying to think out loud of a way to fix the problem with schools. Once he can't think of a solution to fix schools, he realizes that possibly that's just the way schools are. Schools can't be fixed. Then he says, "Do we really need school?" (116). There are many people who are homeschooled and can learn the same information. Many past American leaders, inventors, and scholars never went to a secondary school. Maybe people could be self-taught without the need for a structured public-school system.

Later in his essay, Gatto goes on to talk about the perceived and actual purposes of public secondary schooling. He says that people think school is to make kids their personal best,

Be more specific

along with becoming better people and citizens. This widely held viewpoint, he strongly disagrees with. Later he talks about an article by H. L. Mencken that compares the American school system, to the military state of Prussia. This school system is described as, "an educational system deliberately designed to produce mediocre intellects, to hamstring the inner life, to deny students appreciable leadership skills, and to ensure docile and incomplete citizens" (118) This goes on is that it makes a perfect large American workforce. A workforce that will conform to the rules and expectations the government gives them. *Industry*

Gatto says that once someone knows the truth about the school system, it is much easier to avoid its effects. People should develop a tolerance for boredom. Children should be given more grown up topics and challenged to think creatively. Many famous people made history while they were still in their teens. Kids should not be allowed to extend their childhood at all when they could be making history.

John Gatto is ~~strongly~~ adamant that there are problems with the current public-school system. He says that it's designed to be flawed and it negatively impacts children. To fix this he encourages parents to challenge their children to "...think critically and independently..." (122). To break out of the mold's schools put children in. It's the only way they can really grow up to become mature adults.

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Smith 3

Gatto, John. "Against School." Rereading America, edited by Gary Colombo, Robert Cullen,
Bonnie Lisle, Bedford/St. Martins, 2019, pp. 115-123